

gaelscoil na gCloch Liath



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Polasaí Riachtanais Speisialta Oideachais

Special Educational Needs Policy

Tá muid ag déanamh athbhreithniú ar an bPolasaí seo, 2017/18
We are currently reviewing this Policy, 2017/18

Réamhrá

Bunscoil mheasctha sa príomhshruith is ea Gaelscoil na gCloch Liath faoi phátrúnacht an Fhorais Pátrúnachta a oibríonn le páistí ó chúlraí sóisialta agus cultúrtha éagsúla. Tá sé mar aidhm againn sa pholasaí RSO (Riachtanais Speisialta Oideachais) seo treoir phraiticiúil a chur ar fáil do mhúinteoirí, tuismitheoirí, agus na páirtneirí eile san oideachas maidir le hoideachas speisialta éifeachtach atá ar fáil do dhaltaí a bhfuil torthaí oideachasúil íseal sa scrúdaithe caighdeánaithe acu, agus/nó a bhfuil deacrachtaí foghlama acu, chomh maith leis na dualgais atá orainn faoin Acht Oideachais 1998 a chomhlíonadh.

Cuireadh an polasaí seo le chéile sa scoilbhliain 2014/2015. Ag dréachtú an pholasaí seo, déanadh tagairt do agus cloíodh le moltaí

- An Acht Oideachais 1998
- Treoirlínte le haghaidh Tacaíochta Foghlama (2000)
- An tAcht um Oideachais do Dhaoine a bhfuil Riachtanais Speisialta Oideachais Orthu (2004)
- Ciorcláin ón Roinn Oideachais agus Scileanna

Is dualgas uile-scoile é an t-oideachas speisialta agus tá sé i gceist go mbeidh An Bord Bainistíochta, an príomhoide, múinteoirí ranga, an fhoireann RSO (múinteoirí tacaíochta foghlama agus múinteoirí acmhainne), na tuismitheoirí agus na páistí páirteach i bhfeidhmiú an polasaí seo.

Ag am faomhaithe an pholasaí seo, 'sé foireann RSO na scoile ná:

- 2 x Múinteoir Tacaíochta Foghlama
- 1 x Múinteoir Acmhainne
- Múinteoir Acmhainne roinnte (4.25 uair a chloig in aghaidh na seachtaine)

Introduction

Gaelscoil na gCloch Liath is a co-educational mainstream primary school under the patronage of the Foras Pátrúnachta catering for a full cross section of children. The purpose of this SEN (Special Educational Needs) policy is to provide practical guidance for teachers, parents and other partners in education regarding the provision of effective special education to pupils experiencing low results in standardised tests and/or learning difficulties, as well as to fulfil our obligations under the Education Act 1998.

This policy was drafted during the 2014/2015 school year. While drafting this policy reference was made to the following and recommendations were adhered to:

- *The Education Act 1998*
- *Guidelines for Learning Support (2000)*
- *The Act for Special Needs Education (2004)*
- *Curriculum of Department of Education and Skills*

Special Education involves the whole school and so the Board of Management, the School Principal, class teachers, SEN team (learning support teachers and resource teachers), parents and pupils will be involved in the design and execution of this plan.

At the time of ratification of this policy, the school's SEN team are:

- 2 LS (Learning Support) teachers
- 1 Resource Teacher
- 1 Shared Resource Teacher (4.25 hours per week)

Gaol le sainmheon na scoile

Trí ghníomhaíocht uile-scoile is é an sprioc atá againne i nGaelscoil na gCloch Liath ná go dtabharfar chuile dheis dár bpáistí forbairt phearsanta, shóisialta agus acadúil a dhéanamh a fheileann dá gcumas intleachtach agus fisiciúil féin agus go mbeadh ardchaighdeán oideachais agus cumarsáide acu ag fágáil na scoile seo. Déantar gach iarracht cabhair agus tacaíocht a thabhairt trí pholasaí éifeachtach uile-scoile a chur i bhfeidhm; luath-idirghabháil dhian a sholáthar agus acmhainní a dhíriú ar na páistí is géire gá.

Relating to the school ethos

By involving the whole school, it is our aim, in Gaelscoil na gCloch Liath, that every opportunity will be given to our pupils for personal, social and academic development in accordance with their own intellectual and physical ability and that pupils will have a high standard of education and communication on leaving this school. Every effort is made to assist and support them by putting an effective general school policy in place; to provide early intervention and to direct resources at the pupils in most need.

Giorrúcháin in úsáid sa pholasaí seo /Abbreviations used in this policy

Gaeilge	Míniú	Béarla
RSO	Riachtanais Speisialta Oideachais <i>Special Educational Needs</i>	SEN
TF	Tacaíocht Foghlama <i>Learning Support</i>	LS
ORSO	Oifigeach um Riachtanais Speisialta Oideachais <i>Special Educational Needs Officer</i>	SENO
SNSO	Séirbhís Náisiúnta Siceolaíochta Oideachais <i>National Educational Psychological Service</i>	NEPS
ROS	Roinn Oideachais agus Scileanna <i>Department of Education and Skills</i>	DES
OSPS	Oideachas Sóisialta, Pearsanta agus Sláinte <i>Social, Personal and Health Education</i>	SPHE
PFDA	Próifíl Foghlama Dalta Aonair <i>Individual Profile and Learning Plan</i>	IPLP
POA	Plean Oideachais Aonair <i>Individual Education Plan</i>	IEP

An difríocht idir Tacaíocht Foghlama agus Múinteoireacht Acmhainne

Tá uaireanta tacaíochta foghlama ar fáil don scoil bunaithe ar líon na múinteoirí ranga atá fostaithe. Úsáideann an scoil na huaireanta seo chun TF a chur ar fáil do pháistí a bhfuil gnóthachtáil

oideachasúil íseal acu, a bhfuil riachtanais faoi leith acu nó a léiríonn sárchumas san uimhearthacht nó litearthacht. Tá an scoil freagrach as leithdháileadh na n-uaireanta seo. De ghnáth is teagasc i ngrúpa atá i gceist le TF.

De ghnáth is tacaíocht duine ar dhuine atá i gceist le múinteoireacht acmhainne. Is gá iarratas faoi leith a chur chuig ORSO (Oifigeach Riachtanais Speisialta Oideachais) chun uaireanta acmhainne a fháil do pháiste le mí-chumas agus/nó riachtanais speisialta oideachais. Is gá go mbeidh an diagnóis faighte ag an bpáiste ó shíceolaí, teiripeoir urlabhra nó a leithéid. Is gá cóip den tuairisc a chur ar fáil don scoil ionas gur féidir leis an scoil an t-iarratas a chur ar aghaidh.

The difference between Learning Support and Resource Teaching

Learning support hours are made available to the school based on the number of mainstream teachers employed. These hours are used to provide LS to children experiencing low achievement, learning difficulties or displaying exceptional ability in literacy or numeracy. The school is responsible for the allocation of these hours. In general, LS involves group instruction.

In general, resource teaching involves one-to-one instruction. An application for resource hours for children with a disability and/or special educational needs must be submitted to the SENO (Special Educational Needs Officer). The child must have received a diagnosis from a psychologist, speech and language therapist etc as appropriate. A copy of the report must be supplied to the school in order that the school can submit this application.

SNSO Leanúntas Tacaíochta/ NEPS Continuum of Support

Gheofar téacs iomlán an Leanúntais Tacaíochta in Riachtanais Speisialta Oideachais, Leanúntas Tacaíochta, Treoiríonta do Mhúinteoirí (ROS 2007). Tugtar achoimre ar an bpróiseas anseo ach moltar do mhúinteoirí dul chuig na treoirínte chun cur síos iomlán a fháil.

Daltaí a bhfuil riachtanais speisialta oideachais acu, is i dtéarmaí leanúntais is fearr is féidir na riachtanais sin a thuiscint agus tacaíocht a sholáthar. I nGaelscoil na gCloch Liath tugtar tacaíocht i dtírí chéim: Tacaíocht Ranga, Tacaíocht Scoile agus Tacaíocht Scoile Móide.

The Continuum of Support is outlined in full in Special Educational Needs, A Continuum of Support, Guidelines for Teachers (DES 2007). The process is summarised again here but teachers are advised to refer to the guidelines for a full description of the process involved.

The needs of pupils with special educational needs can best be considered in terms of a continuum and therefore support given is also on the basis of a continuum. In Gaelscoil na gCloch Liath support is given in three steps: Classroom Support, School Support, School Support Plus.

Tacaíocht Ranga

Is í Tacaíocht Ranga an fhreagairt is coitianta, agus an chéad fhreagairt, de ghnáth, ar riachtanais atá ag teacht chun cinn. Freagairt is ea é do dhaltaí a bhfuil riachtanais oideachais ar leith nó riachtanais aonair acu agus a dteastaíonn cur chuige foghlama/iompraíochta uathu de bhreis ar an gcur chuige is gá do leanaí eile ina rang.

Is gnách tús a chur le fadhbréiteach ar an leibhéal seo tar éis do thuismitheoir nó múinteoir údar imní a thuairisciú mar gheall ar dhalta aonair. Pléann an múinteoir agus na tuismitheoirí nádúr na faidhbe agus cé na straitéisí a d'fhéadfadh a bheith éifeachtach. Is éard atá i gceist le Tacaíocht Ranga ná

cineálacha cur chuige i leith fadhbréiteach is gnách do mhúinteoirí ranga a úsáid chun tacú le riachtanais atá ag teacht chun cinn.

Slí thábhachtach le caidreamh dearfach a chur ar aghaidh, dea-iompraíocht a chothú agus díriú ar riachtanais ar leith a aithnítear sa ghrúpa ranga is ea an t-am a chuirtear i leataobh le haghaidh OSPS a chaitheamh ar théamaí ar nós 'Duine ar leith mé'; mothúcháin; cinnteoireacht; féiniúlacht agus féinmheas; nó trí na scileanna sóisialta a bhíonn ag teastáil ó dhaltaí chun go n-éireoidh leo ar scoil a mhúineadh.

Classroom Support

Classroom Support is the most common, and typically the first response to emerging needs. It is a response for pupils who have distinct or individual educational needs and who require approaches to learning and/or behaviour which are additional to or different from those required by other pupils in their class.

Problem solving at this level typically begins when a parent or teacher has concerns about an individual pupil. The teacher and parents discuss the nature of the problem and consider strategies which may be effective. Classroom Support incorporates the simple, informal problem-solving approaches commonly used by class teachers to support emerging needs.

The dedicated time for SPHE provides a valuable means for building positive relationships, developing positive behaviour and for addressing particular needs observed in the class group through topics such as 'I am unique'; feelings; decision making; belonging; identity and self-esteem; or through social skills training which can focus on many of the skills that pupils need for success in school.

Tacaíocht Scoile

I gcásanna áirithe ní leor idirghabháil ar leibhéal ranga chun freastal do riachtanais speisialta oideachais an dalta ina n-iomláine. D'fhéadfadh Plean Thacaíocht Scoile a bheith de dhíth. I gceist anseo bheadh eolas a bhailiú ar shlí níos córasaí agus Próifíl Foghlama Dalta Aonair (IPLP) a cheapadh agus monatóireacht a dhéanamh ina leith.

Ní mór don mhúinteoir ranga ag an bpointe seo iarraidh ar an múinteoir tacaíochta foghlama/acmhainne a bheith rannpháirteach sa phróiseas fadhbréitigh. D'fhéadfaí úsáid a bhaint as acmhainní a chuirfí ar fáil faoin Leithdháileadh Ginearálta chun idirghabháil réamhghníomhach a dhéanamh a dhíreodh ar na deacrachtaí aitheanta. D'fhéadfadh luath-idirghabháil na deacrachtaí a réiteach. D'fhéadfadh an plean seo díriú ar riachtanas breis is dalta amháin, m.sh. d'fhéadfadh sé a bheith riachtanach idirghabháil bhreise ranga a dhéanamh le grúpa daltaí a bhfuil riachtanais chomhchosúla acu. D'fhéadfadh síceolaí SNSO cabhrú trí chomhairle a sholáthar mar gheall ar idirghabhálacha oiriúnacha nó trí thacú le foireann na scoile chun iad a chur i bhfeidhm.

School Support

In some cases interventions at classroom support level are not enough to fully meet the pupil's special educational needs. A School Support Plan may be needed. This involves more systematic gathering of information and the development and monitoring of an Individual Pupil Learning Profile (IPLP).

The class teacher needs to involve the LS/resource teachers in the problem-solving process at this point. Resources available under General Allocation may be used to intervene in a proactive way to address identified difficulties. By intervening as soon as possible, the difficulties may be resolved. The plan could address the needs of more than one pupil, e.g. an additional in-class intervention for

a group of pupils with similar needs might be introduced. The NEPS psychologist may assist by advising on appropriate interventions or supporting the school staff in implementing them.

Tacaíocht Scoile Móide

Más dian nó más leanúnach iad riachtanais speisialta oideachais an dalta, is dóichí go mbeidh diantacaíocht agus Plean Oideachais Aonair (POA) ag teastáil. De ghnáth is é a shamhlaítear le Tacaíocht Scoile Móide pearsanra ó lasmuigh den scoil a bheith bainteach leis an bpróiseas fadhbreítigh, measúnaithe agus idirghabhála. D'fhéadfaí teagmháil a dhéanamh le síceolaí SNSO ag an gcéim seo. Pointe tosaigh don fhadhbreíteach ar an leibhéal seo a bheidh san eolas a bailíodh le linn chéimeanna Thacaíocht Ranga agus Thacaíocht Scoile. Déanfar athbhreithniú ar an obair a deineadh ar an dá leibhéal sin chun eolas a sholáthar don POA.

School Support Plus

If pupils' special educational needs are severe and/or persistent, they are likely to need intensive support and an Individual Education Plan (IEP). School Support Plus will generally involve personnel from outside the school in the problem solving, assessment and intervention process. The NEPS psychologist might be consulted at this stage. The information from Classroom Support and School Support work will provide the starting point for problem-solving at this level. A review of the work already done at classroom support and school support will provide important information for a pupil's IEP.

Cé gur chóir freastal ar riachtanais tosaigh thiomlath na ndaltaí trí idirghabhálacha a tharlódh sa seomra ranga, d'fhéadfadh go rachadh líon beag daltaí ar scoil agus go mbeadh deacrachtaí níos suntasaí ag gabháil dóibh nó go mbeadh deacrachtaí acu a d'aithneofaí ar an bpointe. I gcásanna den sort d'fhéadfadh go mbeadh an Plean Tacaíochta Scoile nó an Plean Tacaíochta Scoile Móide níos feiliúnaí mar thúsphointe. Bhainfeadh sé seo den chuid is mó le daltaí a bheadh nua sa scoil. D'fhéadfadh, áfach, go mbainfeadh sé chomh maith le daltaí eile dá dtarlódh ócáid a chuirfeadh isteach go mór orthu ar scoil.

While most pupils' initial needs should be met through classroom based interventions, a small number of pupils may arrive at school with difficulties that are more significant or which are immediately recognised. In such cases, it may be more appropriate to begin with a School Support or School Support Plus Plan. Most of the pupils to whom this applies will be new to the school. However it may also apply for some pupils following an event which impacts significantly on them in school.

Doiciméad Acmhainne: Féach Deacrachtaí Iompraíochta, Mothúchánacha agus Sóisialta Leanúntas Tacaíochta Aguisín 1.

Resource Documents: See Behavioural, Emotional and Social Difficulties A Continuum of Support Appendix 1.

Tacaíocht Foghlama / Learning Support

Aidhmeanna na Tacaíochta Foghlama (TF)

Is í aidhm na tacaíochta foghlama ná an leas is fearr gur féidir a bhaint as an bpróiseas múinteoireachta agus foghlama, chun cabhrú le páistí a bhfuil fadhbanna foghlama acu leibhéil shásúla inniúlachta sa litearthacht agus san uimhearthacht a bhaint amach sula bhfágann siad an bhunscoil. Is mian linn

- Cabhrú leis na páistí páirt a ghlacadh sa churaclam iomlán atá in oiriúint dá leibhéal ranga

- Féinmheas dearfach a chothú sna páistí seo, chomh maith le dearcadh dearfach maidir le cúrsaí scoile agus foghlama
- Cur ar chumas na bpáistí seo monatóireacht a dhéanamh ar a gcuid foghlama féin, ar shlí go ndéanfar foghlaimeoirí neamhspleácha díobh de réir a chéile agus iad ag freastal ar an scoil
- Múinteoireacht bhreise, chomh maith le tacaíocht agus acmhainní breise, a sholáthar do na páistí sa Ghaeilge, sa Bhéarla agus sa Mhatamaitic
- Tuismitheoirí a bheith rannpháirteach i gcúrsaí foghlama na bpáistí
- Comhoibriú idir mhúinteoirí a chothú

The Aims of Learning Support (LS)

It is the aim of LS to extract the best possible results from the teaching and learning processes in order to help pupils with learning difficulties to attain a satisfactory level of competence in literacy and numeracy before they leave primary school. Our aim is:

- *To help the pupils to take part in the full curriculum for their class level*
- *To cultivate a positive self-image in those pupils as well as a positive view of school and learning generally*
- *To enable pupils to monitor their own learning in such a way that they become independent learners as they progress through the school*
- *To provide extra teaching as well as extra support and resources for pupils in Irish, English and Mathematics*
- *To involve parents in supporting their child's learning*
- *To promote collaboration among teachers.*

Bunphrionsabail

Aithníonn an scoil go mbíonn cláir éifeachtacha foghlama bunaithe ar na prionsabail seo a leanas:

- Polasaithe éifeachtacha na scoile uile
- Rannpháirtíocht na scoile uile
- Cosc ar theipeadh i ranganna na Naíonán - sé sin nach bhfuil ag éirí leis/léi na bunchloch oideachasúla a fhoghlaim sula mbogann siad ar aghaidh ó ranganna na Naíonán
- Dian-idirghabháil luath a chur ar fáil ó Naíonáin Bheaga go Rang 2 (san áireamh) ag déanamh gach iarracht tacaíocht a chur ar fáil do pháistí níos sine nuair is gá
- Áiseanna a dhíriú i dtreo na bpáistí is mó riachtanais.

Guiding principles

The school recognises that effective learning programmes are based on the following principles:

- *Effective whole-school policies*
- *Whole school involvement*
- *Prevention of failure at infant level – where the child is not succeeding in his/her learning to retain the basics before moving on from the infant classes*
- *Provision of intensive early intervention from Junior Infants to second class (inclusive) while trying to ensure that older children also receive support if necessary*
- *Direction of resources towards pupils in greatest need.*

Straitéisí chun deacrachtaí foghlama a laghdú sa scoil:

Aithnítear i nGaelscoil na gCloch Liath gur féidir fadhbanna foghlama a sheachaint nó, ar a laghad iad a mhaolú trí úsáid a bhaint as modhanna múinte idirdhealaithe. Cuirfear na straitéisí seo a leanas i bhfeidhm:

- Scéimeanna leanúnacha curaclaim a fhorbairt is a chur i bhfeidhm i ngach ábhar den churaclam ag leagadh síos na haidhmeanna/cuspóirí foghlama do gach rang chun leanúnachas ó rang go rang a chinntiú
- Cur chuige aontaithe a fhorbairt is a chur i bhfeidhm sa scoil uile maidir le forbairt teanga m.sh. tuiscint fóineolaíochta, ag brath ar chumais an pháiste agus tuairimí/ tuairiscí síceolaithe/ teiripeoir
- Cur chuige aontaithe a fhorbairt is a chur i bhfeidhm sa scoil uile maidir leis an gclár Matamaitice m.sh. cur chuige scoile maidir leis an bhfoclóireacht a úsáidtear i dtaobh feidhmeanna matamaiticiúla (suimiú, dealú, méadú, roinnt)
- Cláir léitheoireachta i bpéirí a fheidhmiú, a bhfuil daoine fásta i bpobal na scoile agus páistí sa scoil páirteach iontu
- Rannpháirtíocht na dtuismitheoirí a chothú trí fhreastal a dhéanamh ar na cruinnithe ionductaithe le haghaidh tuismitheoirí na Naíonán Sóisearacha nua ag tabhairt aghaidh ar léitheoireacht roinnte, ar fhorbairt teangan ó bhéal, ar fhorbairt luath-scileanna matamaiticiúla agus ar deachleachtas maidir le hobair bhaile a dhéanamh
- Faire agus measúnú leanúnach a dhéanamh ar scileanna teanga, litearthachta agus uimhearthachta na bpáistí i ranganna na naíonán chun éascú a dhéanamh ar fhadhbanna foghlama a aithint go luath
- Measúnú rialta, leanúnach a bheith ar siúl sna ranganna Naíonán chun fadhbanna foghlama/ deacrachtaí faoi leith a aithint go luath agus fadhbanna foghlama a shárú. (An Belfield Infant Assessment Profile (BIAP) sna Naíonán Bheaga agus an Middle Infant Screening Test (MIST) sna Naíonán Mhóra)
- Breathnóireacht leanúnach an mhúinteora ranga ar dhul chun cinn gach páiste ina rang féin go neamhfhoirmiúil agus go foirmiúil trí scrúduithe ranga go rialta
- Clár luath-idirghabhála á chur i bhfeidhm ag an múinteoir TF
- Tacaíocht bhreise a sholáthar i bhforbairt teanga agus i bhforbairt luath scileanna litearthachta agus matamaitice, do dhaltá a bhfuil gá acu léi
- An múinteoir ranga agus an múinteoir TF ag obair as lámh a chéile chun tacaíocht bhreise a chur ar fáil.

Strategies to reduce learning difficulties in school

It is recognised in Gaelscoil na gCloch Liath that it is possible to avoid or, at least, to minimise learning problems through the use of differentiated teaching methods. The following strategies shall be put in place:

- *The development and implementation of continuous curricular plans in every subject of the curriculum in order to lay down learning aims/objectives for every class which ensure continuity from class to class*
- *The development and implementation of agreed whole school approaches to languages development, e.g. phonological awareness, and to the teaching of other aspects of Irish and English*
- *The development and implementation of agreed whole school approaches to the teaching of aspects of Maths, e.g. our whole school approach to the language used for mathematical functions (addition, subtraction, multiplication, division)*
- *To develop paired reading programmes in which adults in the school community and children are involved*
- *Promotion of parental understanding and involvement through their attendance at an induction meeting for the parents of incoming Junior Infants focusing on shared reading, on the development of oral language skills, on the development of early mathematical skills and the development of good homework practices*

- *To observe and assess the language, literary and numeracy skills of children in infant classes to ensure the early recognition of problems they might have*
- *To review, on a regular and on-going basis, the Infant classes in order to recognise learning problems/ specific difficulties early and to overcome learning difficulties. (Belfield Infant Screening Test/BIAP in Junior Infants and MIST in Senior Infants)*
- *Ongoing observation and assessment of pupils by the class teacher informally and formally by regular class examinations*
- *To implement an early intervention programme by the LS teacher*
- *To provide extra support in language development and early literary and numeracy skills to any pupil in need of them*
- *The class teacher and LS teacher will work together to provide extra support.*

Clár Luath-Idirghabhála a chur i bhfeidhm

Tosaíonn an clár luath-idirghabhála i Naíonáin Bheaga. Oibríonn an múinteoir TF sa seomra ranga ag comhfhúinteoireacht leis an múinteoir ranga chun na páistí le deacrachtaí foghlama, sóisialta, mothúcháin agus luáileacha a aithint. Oibríonn an múinteoir acmhainne le páistí a bhfuil deacracht aitheanta roimhre ag leanúint moltaí na tuairisce déanta ag an síceolaí/ teirpeoir. Tosaíonn an TF le grúpaí ó Naíonáin Bheaga i Mí Feabhra leo siúd a bhfuil deacrachtaí acu, tar éis an BIAP a chur orthu, más gá.

Tá teorainn ama leis an gClár Luath-Idirghabhála (téarma 13-20 seachtain). Dá bharr, bristear an scoilbhliain tacaíochta foghlama ina 2 théarma: Meán Fómhair go Feabhra agus Feabhra go Meitheamh.

Sa Chlár Luath-Idirghabhála bíonn:

- Dian-oideachas sna ceachtanna, iad laethúil más féidir agus dlúth-fhoghlaim iontu.
- Spriocanna foghlama bunaithe ar rath acadúil gach duine atá páirteach
- Déanfar múineadh aonarach/duine ar dhuine muna n-éiríonn le múineadh i ngrúpaí beaga
- Aird dírithe ar obair ó bhéal a fhorbairt ionas gur féidir leis an bpáiste scileanna réamhléitheoireachta a fhoghlaim agus a shealbhú agus as seo gníomhaíochtaí léitheoireachta a bhaint amach agus go dtagann forbairt ar scileanna teangan agus tuisceana
- Béim ar fheasacht fóinéimeacha agus réimse scileanna aitheanta focal eile
- Na páistí gníomhach go rialta, faoi mhaoirseacht, i léitheoireacht téacsanna atá oiriúnach do leibhéal an dalta, agus monatóireacht a dhéanamh ar thuiscint an dalta chuige seo
- Béim ar shraith cheangailte go nádúrtha idir éisteacht, labhairt, léamh agus scríobh
- Béim sa mhatamaitic ar theanga a fhorbairt agus forbairt gnásanna agus coincheapa.

Implementation of an Early Intervention Programme

The Early Intervention Programme commences in Junior Infants. The LS teacher works in the classroom co-teaching with the class teacher in order to identify children with learning, social, emotional and motor difficulties. Children from Junior Infants identified as having difficulties will commence Learning Support in February, following the administration of the BIAP, if required. There will be a time limit to the strategy for the Early Intervention Programme (a term of 13- 20 weeks). Therefore, the LS school-year will be divided into 2 terms: September to February and February to June.

The Early Intervention Programme involves:

- *Classes that are intense, compact and on a regular, daily basis*
- *Strategies that are based on the academic ability of each person involved*
- *One-to-one teaching in the case where teaching small groups is not successful*

- *Directing attention to the development of oral work in order to learn and acquire an understanding of pre-reading skills and from this achieve in reading activities, oral language and understanding skills*
- *Concentrating on phonemic understanding and a range of other word recognition skills*
- *Challenging the pupils to be continuously active, under supervision, in reading texts that are suitable for their age group and monitoring their understanding of them*
- *Encouraging a series which is connected naturally and involves listening, speaking, reading and writing*
- *In Mathematics, the emphasis is on the development of language and concepts and practices.*

Páistí a roghnú le haghaidh Tacaíocht Foghlama

Déanann an múinteoir ranga clár a dhréachtadh atá oiriúnach do riachtanais an dalta, bunaithe ar a b(h)reathnóireacht féin, sula ndéantar an dalta a chur go dtí an múinteoir TF.

Glactar le prionsabal na hIdirghabhála Luaithe; dá bhrí sin, tugtar tosaíocht do ranganna Sóisearacha (Deireadh Naíonáin Bheaga go Rang 2):

- Déantar scagthástáil ar Naíonáin Shóisearacha trí bhreathnóireacht an mhúinteora agus an mhúinteora tacaíochta foghlama. Má mhothaíonn an múinteoir ranga nach bhfuil ag éirí leis an bpáiste tar éis don mhúinteoir plean idirdhealaithe a chur i bhfeidhm, molfaidh sé/sí go ndéanfar measúnú ar an bpáiste leis an Belfield Infant Assessment Profile (BIAP). Lorgófar cead ón tuismitheoir i scríbhinn chun seo a chur air/uirthi. Úsáidfeadh na torthaí chun riachtanais an pháiste a aithint agus chun spriocanna foghlama a leagadh síos mar chuid den Chlár Luath-Idirghabhála
- Déantar scagthástáil go bliantúil ar gach dalta ó Naíonáin Shinsearachacha ar aghaidh ag baint úsáide as na scrúdaithe caighdeánacha seo a leanas;
 - MIST sna Naíonáin Mhóra (an dara téarma)
 - NRIT
 - Triail Drom Chonrach Gaeilge le déanamh Rang 1 go 6
 - Micra-T ó Rang 1 go R.6
 - Sigma-T ó Rang 1 go R.6
- Tugtar tosaíocht maidir le TF do na páistí a ghnóthaigh marc ag/faoi bhun an deichiú peircintíl, seachas na páistí a fhaigheann Teagasc Acmhainne
- I gcás páistí a ghnóthaigh marc ag/faoi bhun an deichiú peircintíl, tar éis na scagthástála, bíonn cruinniú idir thuismitheoirí, múinteoir ranga agus múinteoir tacaíochta foghlama chun feidhmíocht an dalta a phlé agus teagasc breise a thairiscint
- Lorgaítear cead ó na thuismitheoirí sula ndéantar measúnú diagnóiseach a riaradh;
 - I measc na trialacha atá in úsáid, tá: Neale Analysis of Reading Ability (NARA), WIATT, B.I.A.P agus Basic Number Diagnostic Test
 - Déanann an fhoireann RSO na scrúdaithe a riaradh mar is cuí. Bíonn cruinniú ansin leis na múinteoir ranga agus tusmitheoirí chun na torthaí a phlé
- Is iad na haidhmeanna ag an measúnú diagnóiseach a chuirfidh an múinteoir tacaíochta foghlama i gcrích ná;
 - Na gnéithe sin den litearthacht agus/nó den Mhatamaitic ina bhfuil láidreacht faoi leith nó deacrachtaí foghlama ag an dalta a shainaithint
 - Riachtanais foghlama an dalta a shainaithint
 - Eolas a ghiniúint atá riachtanach le PDFA a chur i gcrích
 - Sainaithint a dhéanamh, i gcomhair le múinteoir ranga an dalta, ar leibhéal agus fad cuí na tacaíochta foghlama is ceart a chur ar fáil agus an cruth is ceart a bheith ar an tacaíocht sin. Mar shampla, d'fhéadfadh múinteoir TF tacaíocht bhreise a chur ar fáil sa rang nó an dalta a bhaint amach i gcóir múinteoireacht bhreise sa seomra TF

- Sainaithint agus taifead a dhéanamh ar spriocanna foghlama meántéarmacha ar féidir iad a chur i gcrích le linn an téarma tosaigh teagaisc (13-20 seachtain).

Na tosaíochtaí, nuair a bhíonn áiteanna Tacaíochta Foghlama á leithdháileadh

1. Páistí le sain-neamhord foghlama, páistí le riachtanais éadroma sóisialta agus mothúchánacha, páistí le deacrachtaí éadroma comhordaithe agus páistí le neamhord easnamh airde.
2. Naíonáin Shóisearacha agus Shinsearacha, aimsithe ag an múinteoir ranga, ag éirí as breathnóireacht nó MIST le deacrachtaí sa litearthacht.
3. Páistí Rang 1 & Rang 2 atá ar/faoi bhun an 10 peircintíl sa litearthacht.
4. Páistí i Rang 3 & Rang 4 atá ar/faoi bhun an 10 peircintíl sa litearthacht.
5. Naíonáin Shóisearacha agus Shinsearacha, aimsithe ag an múinteoir ranga, ag éirí as breathnóireacht le deacrachtaí san uimhearthacht.
6. Páistí Rang 1 & Rang 2 atá ar/faoi bhun an 10 peircintíl san uimhearthacht.
7. Páistí i Rang 3 & Rang 4 atá ar/faoi bhun an 10 peircintíl san uimhearthacht
8. Tacaíocht in-ranga dóibh siúd idir an 11 agus 20 peircintíl sa litearthacht agus san uimhearthacht
9. Páistí a léiríonn ardchumas sa litearthacht nó san uimhearthacht.

Teagasc Breise a chur ar fáil

- An príomh dhualgas atá ar an múinteoir TF ná teagasc breise a chur ar fáil do na páistí thuasluaite.
- Is gá don tuismitheoir cead i scríbhinn a thabhairt sula bhfreastalaíonn aon pháiste ar Thacaíocht Foghlama.
- Is gá don tuismitheoir cead freastal ar ranganna tacaíochta foghlama a dhiúltú i scríbhinn.
- Bíonn dhá théarma sa scoilbhliain, Meán Fómhair go Feabhra agus Feabhra go Meitheamh.
- Déanfar gach iarracht teagasc duine le duine a chur ar fáil má theipeann ar an ngrúpobair.
- Déanann an fhoireann RSO an cinneadh faoi líon na bpáistí sna ngrúpaí, cén múinteoir a oibríonn le cén grúpa agus riachtanais na bpáistí á gcur san áireamh, agus an t-ualach oibre ina iomláine. Déanfar athbhreithinú rialta ag brath ar riachtanaisí na bpáistí.
- Níor chóir go mbeadh thar 30 dalta le múineadh ag an múinteoir TF ag am ar bith.
- Dian-oideachas sna ceachtanna, iad laethúil más féidir agus dírithe ar spriocanna faoi leith.
- Úsáidfear córas aistarraingthe agus/nó tacaíocht in-ranga, ag braith ar riachtanais na bpáistí.
- Buailéann an múinteoir ranga agus an múinteoir TF le chéile chun POA nó PDFA a chruthú, i gcomhairle leis an bPríomhoide agus leis na tuismitheoirí. Bíonn ionchur ag na páistí freisin maidir le spriocanna sa ghearrthéarma.

Selection of Pupils for Learning Support

The class teacher prepares a differentiated programme appropriate to the child's needs, based on his/her observations, prior to the child attending LS. The principle of Early Intervention applies; therefore pupils from Senior Infants to Second Class are given priority in the allocation of LS:

- *In Junior Infants pupils are screened using teacher and LS teacher observation. If the teacher considers that the child is not making the progress despite a differentiated plan having been put in place, (s)he will recommend that the child be assessed using the Belfield Infant Assessment Profile (BIAP). Parental consent must be sought prior to administering this assessment. The results should be used to identify the specific needs of the child and the learning targets that should be set as part of the early intervention programme for that child*
- *From Senior Infants upwards, all pupils are screened annually, using the following standardized tests;*

- *Middle Infant Screening Test (MIST) in Senior Infants (second term)*
- *Non-Reading Intelligence Test (NRIT)*
- *Drumcondra Irish to be taken between first and sixth class*
- *Micra-T from first to sixth class*
- *Sigma-T from first to sixth class*
- *Priority for Learning Support is given to those pupils who perform at or below the 10th Percentile, with the exception of pupils who receive Resource Teaching*
- *In the case of pupils performing at or below the 10th percentile, the screening process is followed by a consultative meeting between the class teacher, the LS teacher and the parents concerning the pupil's performance, and LS is offered*
- *Parental permission is sought prior to the administration of Diagnostic tests;*
 - *Amongst the tests used, are: Neale Analysis of Reading Ability (NARA), WIATT , B.I.A.P agus Basic Number Diagnostic Test*
 - *The LS teacher administers the test and will then meet with the parents to advise based on the results*
- *The purpose of Diagnostic Testing is to enable the LS teacher to;*
 - *Identify those aspects of Literacy and/or Mathematics with which the child demonstrates significant strengths or difficulties*
 - *Identify the child's learning needs*
 - *Provide relevant information in order to complete the IPLP*
 - *Identify, together with the child's class teacher, the level and extent of the appropriate LS to be provided and the form it will take. For example, the child's LS teacher could make support available in the mainstream class or remove the child to the LS room*
 - *Identify and record medium term learning goals and gauge whether it will be possible to achieve them within the first academic term (13 – 20 weeks).*

In the allocation of places for Learning Support, the following are prioritised:

1. *Pupils with specific learning needs, pupils with mild social and emotional problems, pupils with mild co-ordination difficulties and attention deficit disorder.*
2. *Junior and Senior Infants identified by the class teacher, through Teacher Observation and/or MIST or other screening instruments, as having difficulty in literacy.*
3. *Children from Rang 1 and Rang 2, at or below the 10th percentile in literacy.*
4. *Children from Rang 3-Rang 4 at or below the 10th percentile in literacy.*
5. *Junior and Senior Infants, identified by the class teacher, through Teacher Observation and/or MIST or other screening instruments, as having difficulty in numeracy.*
6. *Children from Rang 1 and Rang 2, at or below the 10th percentile in numeracy.*
7. *Children from Rang 3 and Rang 4, at or below the 10th percentile in numeracy.*
8. *In class support for children presenting at 10th to 20th percentile in literacy and numeracy in all classes up to Rang 4.*
9. *Children who display exceptional ability in literacy or numeracy.*

Provision of Learning Support

- *The primary work of the LS teacher is the provision of LS to the pupils identified above.*
- *Written permission must be received from the parents prior to the child attending LS.*
- *Parents must submit a signed form stating that LS permission is refused.*
- *The school year will be divided into two Instructional Terms: September to February and February to June.*
- *The LS teacher will decide how many children make up each group taking the individual needs and the workload involved into account.*
- *The maximum case load at any one time shall be 30 pupils.*

- *One to one teaching may be provided where small group teaching has not been effective.*
- *Classes will be intensive in terms of frequency.*
- *A system of withdrawal and/or in-class support will operate in response to the needs of the individual pupil.*
- *The class teacher and the LS teacher will meet to devise an IEP or IPLP, in consultation with the Principal and parents. The pupil involved can also contribute to setting their own short-term targets.*
- *If a pupil is receiving support from a Resource Teacher in English / Maths, s/he will not normally be provided with LS from the LS teacher as well.*
- *If the pupil is in receipt of support from a Resource Teacher to address other needs, e.g. behavioural problems, sensory difficulty, it may be appropriate for the LS teacher to provide LS as well.*

Plean Oideachais Aonair agus Próifíl Foghlama Dalta Aonair

Beidh an POA (Plean Oideachais Aonair) agus an PFDA (Próifíl Foghlama Dalta Aonair) i gcomhréir leis na critéir sna *Treoiríníte le hAghaidh Tacaíocht Foghlama* (2000). Cinnteoidh an múinteoir TF go bhfuil na pleananna agus an plean TF dírithe ar réimse iomlán riachtanais na bpáistí. Cuirfear an PFDA le chéile ag baint úsáide as na nithe seo a leanas:

- Sonraí ón múinteoir ranga
- Tuairiscí ar léitheoireacht ó bhéal
- Samplaí scríbhneoireachta
- Torthaí measúnaithe
- Torthaí Scrúdaithe Caighdeánaithe
- Tosaíochtaí maidir le riachtanais foghlama
- Spriocanna foghlama
- Gníomhaíochtaí foghlama sa rang
- Gníomhaíochtaí tacaíocht bhreise
- Gníomhaíochtaí sa bhaile (más cuí)
- Aon fhianaise eile ar dhul chun cinn an dalta.
- Moltaí ó thuairisc Síceolaithe (más ann dó)
- Ionchur na dtuismitheoirí
- Ionchur an pháiste (más cuí).

Déanfar athbhreithniú mionsonraithe ag deireadh an téarma teagaisc. D'fhéadfadh an múinteoir TF agus/nó an Múinteoir Ranga bualadh leis na tuismitheoirí agus dul chun cinn an dalta a phlé, i dtéarmaí an athbhreithnithe.

Individualised Education Plan and Individual Profile and Learning Plan

The IEP (Individualised Education Plan) and the IPLP (Individual Profile and Learning Plan) will adhere to the criteria in the Guidelines for Learning Support (2000). The LS teacher should ensure that the plans and the LS plan are directed at the full range of the pupils' needs. The following will be used when completing the Education Programme:

- *Details from the class teacher*
- *Oral reports on reading*
- *Samples of hand writing*
- *Results of assessments*
- *Learning strengths and attainments*
- *Learning Targets*
- *Learning activities in class*

- *Extra-curricular activities and activities at home (if appropriate)*
- *Any other evidence of the child's progress*
- *Suggestions from a Psychological evaluation (if there is one)*
- *Input of parents*
- *Input of the Child (if appropriate).*

A detailed review will take place at the end of each Instructional Term. The LS Teacher and/or the class teacher will meet the parents to discuss the child's progress in the light of the review.

Ag Coinneáil Taifid

Beidh an múinteoir TF freagrach as taifead a choinneáil. Coinneofar na taifid maidir leis na cáipéisí seo leanas faoi ghlas i gcófra:

- POA agus PFDA
- Pleanáil Gearrthéarmach agus taifead ar an bPlean Foghlama/ Oideachais
- Torthaí na Scrúduithe Caighdeánaithe agus Scrúduithe Diagnóiseacha
- Tuairiscí eile m.sh. téipthaifead d'obair ó bhéal
- Samplaí d'obair scríofa
- Tuairiscí ar anailís léitheoireachta
- Tuairiscí ó eagraíochtaí seachtracha – Síceolaithe, Teiripeoirí &rl.

Record Keeping

The Learning Support teacher will be responsible for maintaining records. The following records will be kept in a locked file:

- *IEP and IPLP*
- *Short term planning and programme record*
- *Results of Standardised Tests and Diagnostic tests performed on children*
- *Other records, e.g. tape recordings of oral work*
- *Samples of written work*
- *Reading analysis records.*
- *Reports from external professionals – Psychologist, Therapists, etc.*

Amchlár Thacaíochta Foghlama

Cuirfear ranganna TF ar fáil mar bhreis ar ghnáth-theagasc ranga. Déanfar sár-iarracht nach gcaillfidh páistí amach ar níos mó ná uair a chloig ó ghnáth cheachtanna laethúil gach uair a dhéanfar iad a aistharraingt ón rang chun TF a fháil. Déanfar iarracht TF a chur ar fáil sa ghnáth sheomra ranga, más féidir. Sa chás seo, beidh an teagasc agus an mhonatóireacht sa rang bunaithe ar chomhoibriú idir an múinteoir TF agus an múinteoir ranga.

Learning Support timetable

LS classes will be provided to supplement the regular teaching class. Every effort will be made to ensure that the children do not lose more than one hour from the usual daily lessons whenever they are removed from class for LS. LS will be provided in the usual class room, if possible. In this case, the tuition and monitoring in class will be based on co-operation between the LS teacher and the class teacher.

Leanacht le Tacaíocht Foghlama nó Éirí As

Ag deireadh an téarma teagaisc déanfar athbhreithniú ar dhul chun cinn an pháiste ag tabhairt airde ar an gclár foghlama agus ar na spriocanna foghlama chun cinneadh a dhéanamh ar chóir leanacht le

TF nó éirí as. Chun teacht ar chinneadh, déanfar plé idir an múinteoir ranga, múinteoir TF agus na tuismitheoirí, agus tógfar san áireamh éileamh iomlán na scoile ar TF.

Déanfar cinneadh críoch a chur le TF más rud é:

- Go bhfuil na spriocanna foghlama sroichte ag an bpáiste
- Go bhfuil ag éirí leis an bpáiste le haithint fuaimneanna/focal, le scileanna tuisceana léitheoireachta, le scileanna litrithe, le scileanna scríbhneoireachta agus le coincheapa matamaitice, mar a oireann
- Go bhfuil feabhas le feiceáil sna scrúduithe ranga
- Nach bhfuil an páiste fós ag/faoi bhun an deichiú peircintíl sna scrúdaithe caighdeánacha
- Go mbeidh an páiste in ann foghlaim go neamhspleách nó le gnáth thacaíocht ranga

Tar éis don pháiste éirí as, cinntítear go bhfuil:

- Straitéisí tacaíochta le leanacht sa rang
- Súil ghéar a choinneáil ar dhul chun cinn an pháiste ionas gur féidir leis/léi filleadh ar Thacaíocht Foghlama má mheastar go bhfuil gá.

Má dhéantar cinneadh leanúint le TF, caithfear an POA/PFDA a athbhreithniú i gcomhairle leis na tuismitheoirí agus leis an múinteoir ranga.

Déanfar:

- Mion-athmheasúnú ar bhuanna, ar riachtanais, ar fhéinmheas agus ar inspreagadh an dalta
- Clár athbhreithnithe a fhorbairt don dalta ag díriú ar riachtanais faoi leith agus ar spéis agus ar bhuanna foghlama an pháiste. Má thagann sé chun solais go bhfuil riachtanais tromchúiseacha ag an dalta, d'fhéadfaí smaoinemh ar theagasc aonarach a thabhairt don dalta ar feadh tréimhse
- Spriocanna nua agus gníomhaíochtaí foghlama nua a leagan amach.

Continue with Learning Support or not

At the end of the Instructional Term the child's progress is reviewed paying particular attention to the learning programme and learning goals in order to decide whether to continue or discontinue the provision of LS. The decision making process involves consultation between the class teacher, the LS teacher, and the pupil's parents, and account is taken of the overall LS demands in the school.

The decision to discontinue is made if:

- *Learning goals have been reached*
- *The child is succeeding in the areas of sounds/word recognition, reading comprehension skills, spelling, writing skills and mathematical concepts, as appropriate*
- *Improvement is obvious in class tests*
- *The child is no longer scoring at or below the 10th Percentile in Standardised testing*
- *It is felt that the child will be able to cope with independent/semi-independent learning in the classroom.*

After discontinuing LS, it will be ensured that:

- *Support strategies are followed in class*
- *A close eye is kept on the child's progress in order that (s)he can resume LS if it is deemed necessary.*

If it is decided that the child is to continue with LS, the IEP/IPLP will be reviewed in consultation with parents and class teacher:

- *The child's talents, requirements, self-esteem and motivation will be reviewed*
- *A review programme will be developed for the child, emphasising special requirements, interests and learning abilities. If it comes to light that the child has serious difficulties, individual tuition could be considered for a while*

- *New learning goals and learning activities will be set out.*

Atreorú chuig Gníomhaireacht Sheachtrach

Níl aon chostas ag baint le measúnú ón SNSO (Seirbhís Náisiúnta Síceolaíochta Oideachais) ach ní fhaigheann an scoil ach méid áirithe measúnaithe in aghaidh na bliana. Dá bharr sin, is gá don scoil riachtanais na bpáistí a chur in ord tosaíochta. Má cheapann tuismitheoir gur gá measúnú a fháil dá p(h)áiste agus nach bhfuil sé ar fáil faoin SNSO, is féidir leis an bpríomhoide sonraí teagmhála Foireann Luath-Idirghabhála an FSS nó liosta síceolaithe príobháideacha a sholáthair. Baineann costas ar mheasúnú príobháideach leis na tuismitheoir, a d'fhéadfadh aisíochtaíocht a fháil ar an measúnú.

Más deacrachtaí foghlama atá ag an bpáiste, ba cheart don pháiste bheith ag freastal ar Thacaíocht Foghlama ar feadh téarma amháin ar a laghad sula ndéantar cinneadh tástáil proifisiúnaigh sheachtraigh a dhéanamh:

- Buailfeann an Príomhoide agus/nó an múinteoir TF agus/nó an múinteoir ranga leis na tuismitheoirí chun é seo a phlé agus cead a lorg i scríbhinn
- Mura dtugann ceachtar tuismitheoir cead an tástáil seo a dhéanamh caithfidh siad foirm a shíniú chun é seo a chur in iúl don scoil. Coinneoidh an múinteoir TF an fhoirm chomhlíonta seo.

Nuair atá cead tuismitheora faighte:

- Socrófar leis an bproifisiúnach seachtrach go bhfuil an measúnú ag teastáil don pháiste
- Líonann an múinteoir ranga isteach na foirmeacha i gcomhairle leis na baill foirne chuí
- Tagann an proifisiúnach seachtrach chun na scoile chun bualadh leis an dalta, tuismitheoirí, príomhoide, múinteoir ranga agus múinteoir TF, mar is gá, agus déantar measúnú ar an dalta
- Bíonn dara cuairt ina dhiaidh seo agus déantar na torthaí a phlé, tugtar moltaí agus déantar cinneadh maidir leis na riachtanais a shásamh
- Muna mbítear sásta leis an tseirbhís maidir le cur chuige nó leanúint ar aghaidh déanann an Príomhoide teagmháil leis an bhforas seachtrach
- Má thaispeánann an measúnú go bhfuil riachtanais ag an bpáiste gur féidir freastal orthu faoi huaireanta Leithdháileadh Ginearálta na scoile, freastalóidh an páiste ar TF
- Má thaispeánann an measúnú go bhfuil riachtanais uaireanta íosmhínicíochta ag an bpáiste, seolfaidh an príomhoide, i gcomhairle leis na tuismitheoirí, foirm iarratais chuig ORSO. (Breis eolais thíos faoi Mhúinteoireacht Acmhainne).

Referral to Outside Agencies

Referrals to the NEPS (National Educational Psychological Services) are free from any cost but only a limited number of cases will be assessed each year. Therefore the school will prioritise the needs of the child being referred. If a parent feels that his/her child requires assessment but that the school cannot refer the child to NEPS for that school year, the Principal can provide contact details for the Early Intervention Team under the HSE, or provide a list of private psychologists. The cost of private assessment is borne by the parents, who may be eligible for a tax refund on the assessment.

If it is classed as a learning problem, the child should receive LS for a minimum of one term before a decision is made for testing by an external professional:

- *The Principal and/or LS teacher and/or class teacher meet with the parents to discuss the need for the referral and to seek written consent*
- *If either parent refuses permission for the assessment he/she must sign a form indicating this to the school. The LS teacher will keep a record of this.*

Once consent has been given:

- *It will be confirmed by the external professional e.g. Educational Psychologist, that the testing is necessary for the child*
- *The class teacher completes the necessary referral form in consultation with the appropriate school personnel*
- *The external professional visits the school to meet with the pupil, parents, principal, class teacher and the LS teacher as appropriate, and the assessment is conducted*
- *This is followed by a return visit at which findings are discussed, recommendations are considered and an appropriate response is agreed*
- *Where concern arises regarding the manner of speed of the follow-through post assessment, such concern is pursued by the Principal with the out of school agency concerned*
- *If the assessment shows that the child has needs which are catered for under the General Allocation Model, the child will attend LS*
- *If the assessment shows that the child has needs which require low-incidence hours, the Principal in consultation with the parents will send the application form to the SENO (further information below under Resource Teaching).*

Straitéisí Cumarsáide

Is rud fíor thábhachtach é go mbeadh córas cumarsáide éifeachtach idir na páirtithe ar fad a bhíonn gafa le riachtanais fhoghlama an dalta.

Bíonn straitéisí éagsúla i gceist, ina measc:

- Polasaithe na scoile agus conas comhoibriú idir thuismitheoirí agus mhúinteoirí ar son leas na bpáistí a chur i gcrích, a mhíníodh do thuismitheoirí na Naíonán Sóisearacha ag an gcuinníú ionductaithe
- Tuismitheoirí a chur ar an eolas nuair a bhíonn amhras maidir le dul chun cinn an pháiste
- Fáiltítear roimh thuismitheoirí aon bhuairt atá acu maidir le riachtanais an pháiste a phlé leis an múinteoir ranga ar dtús. Is féidir cruinniú a shocrú leis an múinteoir TF nó an príomhoide má tá comhairle breise á lorg acu
- Comhairliúchán idir an bPríomhoide agus/nó an múinteoir TF agus/nó an Múinteoir ranga agus tuismitheoirí tar éis do dhalta scór íseal a ghnóthú sa scrúdú caighdeánach, agus cead a lorg chun measúnú diagnóiseach a dhéanamh más gá agus TF a chur ar fáil
- Cleachtas na scoile a mhíniú do thuismitheoirí maidir le measúnú diagnóiseach agus na nósanna imeachta a leanann é más gá
- Cruinniú a eagrú chun na spriocanna foghlama a leagadh síos sa PDFA nó POA. Tá an-bhuntaíste leis an eolas a fhaightear ó thuismitheoirí agus is féidir leo bheith páirteach i roghnú cuspóirí foghlama agus gníomhaíochtaí a bheadh ar aon dul le riachtanais a bpáistí
- Cuirfidh an múinteoir tacaíochta foghlama nó an múinteoir ranga comhairle ar na tuismitheoirí faoi na gníomhaíochtaí a d'fhéadfaidís a dhéanamh lena bpáistí sa bhaile chun cur leis na cuspóirí foghlama atá leagtha síos don pháiste
- Cumarsáid leanúnach a bheith ann idir an múinteoir TF agus an múinteoir ranga.
- Cumarsáid leanúnach a bheith ann idir an múinteoir TF agus na tuismitheoirí go háirithe nuair is gá cinneadh a dhéanamh leanacht leis nó éirí as TF nó más gá an páiste a atreorú chuig gníomhaireacht sheachtrach
- Tuairisc Cinn Bliana ón múinteoir TF a chur abhaile.

Communication Strategies

The operation of an effective communication system between all the parties involved in meeting the learning needs of the child is considered essential.

The various strategies include:

- *Informing Junior Infant parents at the induction meeting of the school policies and outlining how they can cooperate with the teachers in the best interest of their child's educational welfare*
- *Informing parents if there are concerns regarding the child's progress*
- *Parents are welcome to arrange a meeting with the class teacher to discuss concerns regarding their child's needs. If further advice is required, the parents can arrange a meeting with the LS teacher or the Principal*
- *Arranging a meeting with the Principal and/or LS teacher and/or class teacher and parents following a low score on a standardised test, including the seeking of approval of further diagnostic assessment, if applicable and/or provision of LS*
- *Explaining how diagnostic testing takes place and the procedures involved*
- *Arranging a meeting to identify the learning objectives for the IPLP or IEP. The information received from parents is a great advantage and can be beneficial when choosing the learning objectives and activities which suit their child's needs*
- *The LS teacher or the class teacher will advise parents of the activities they can do at home which will add to the learning objectives laid down for the child*
- *Regular communication between the LS teacher and the class teacher*
- *Regular communication between the LS teacher and parents especially when the decision is to be made whether to continue/discontinue with LS or if the child needs to be referred to an external agency*
- *Sending home an End of Year Report from the LS teacher.*

Rólanna agus Freagrachtaí / Roles and Responsibilities**Ról an Bhoird Bainistíochta**

Tá Bord Bainistíochta Ghaelscoil na gCloch Liath freagrach as:

- *Maoirseacht a dhéanamh ar an gcur le chéile, ar fheidhmiú agus ar athbhreithniú pholasaí na scoile i leith RSO*
- *Cinntiú go soláthraítear spás agus áiseanna oiriúnacha múinteoireachta don mhúinteoir TF*
- *Stóras sábháilte a chur ar fáil do thuairiscí na bpáistí*
- *Tacaíocht a thabhairt d'fhorbairt phroifisiúnta na múinteoirí atá ag obair leis an seirbhís tacaíochta foghlama. m.sh cúrsaí breise traenála, dea-chleachtas reatha, tacú leo, iad a choinneáil ar an eolas maidir le taighde/cleachtas reatha*
- *Polasaí RSO na Scoile a fhoilsiú.*

The Role of the Board of Management

The Board of Management of Gaelscoil na gCloch Liath is responsible for:

- *Overseeing the development, implementation and revision of the school's SEN policy*
- *Ensuring that suitable space and facilities are made available to the LS teacher*
- *Making secure storage space available for the children's reports*

- *Supporting the professional enhancement of the teachers working with the LS service. e.g. supplementary training courses, current best practice, offer support and keep them up-to-date with current research/practice*
- *Publishing the school's SEN Policy.*

Ról an Phríomhoide

Tá an Príomhoide freagrach as:

- An polasaí seo a fhorbairt agus a fheidhmiú i gcomhpháirtíocht leis an mBord Bainistíochta, foireann scoile, tuismitheoirí agus páistí
- Monatóireacht a dhéanamh, ar bhonn leanúnach, ar fheidhmiú an phlean RSO scoile
- Monatóireacht a dhéanamh ar roghnú daltaí do TF, ag déanamh cinnte de go ndírítear an tseirbhís ar na daltaí is mó a bhfuil deacrachtaí/ardchumas acu
- Freagracht iomlán a ghlacadh as chomhordú tacaíochta foghlama i gcomhthéacs Seirbhísí Riachtanas Speisialta
- Maoirseacht a dhéanamh ar fheidhmiú chlár measúnaithe agus scagtha uile-scoile chun páistí a aithint nach bhfuil ag éirí go maith leo, a bhfuil fadhbanna foghlama acu agus/nó a léiríonn ardchumas i dtreo go bhféadfar tacaíocht a sholáthar dóibh mar is gá
- Cabhrú leis an bhFoireann RSO le líon na gcás/sceidil oibre a chomhordú
- Liosta páistí a choinneáil atá ag freastal ar TF agus/nó seirbhísí speisialta oideachais
- Feasacht a chothú i measc na múinteoirí ranga maidir le tréithe agus éifeacht míchumas foghlama sainiúil agus ginearálta
- Cabhrú le múinteoirí cur lena n-eolas agus lena scileanna i réimse RSO, trí threoir agus comhairle a thabhairt faoi mhodhanna múinteoireachta agus fearas, mar shampla, agus trí mhúinteoirí a spreagadh chun leas a bhaint as forbairt inseirbhíse
- Eolas a thabhairt do mhúinteoirí maidir le seirbhísí measúnaithe seachtracha atá ar fáil agus na nósanna imeachta gur gá leanúint chun atreorú a dhéanamh
- Teagmháil a dhéanamh le proifisiúnaigh seachtracha mar shampla, seirbhísí síceolaíochta chun comhairle a lorg nó chun measúnuithe agus socrúithe speisialta a eagrú do dhaltaí a bhfuil riachtanais speisialta acu
- Cumarsáid a dhéanamh leis an ORSO maidir le hacmhainní nó le huaireanta múinteoireachta a fháil do pháistí. Chomh maith leis sin socrúithe a dhéanamh maidir le cúntóirí riachtanais speisialta do pháistí le riachtanais faoi leith. Comhairle a lorg i dtaobh inní a bheadh ann maidir le riachtanais páistí.

The Role of the Principal

The Principal is responsible for:

- *Developing and implementing this policy in co-operation with the Board of Management, school staff, parents and children*
- *Monitoring, on a continuous basis, the application of the school's SEN Policy*
- *Monitoring the selection of children for LS to ascertain that the service is being directed at those with the greatest needs or ability*
- *Assuming overall responsibility for the co-ordination of LS in the context of Special Needs Services*
- *Monitoring the whole school assessment and screening process in order to identify children who are not progressing, who have learning difficulties and/or who demonstrate exceptional ability in order to provide the support they need*
- *Assisting the SEN team with the co-ordination of the number of cases and the work schedule*
- *Keeping a list of all children attending LS and/or special education services*

- *Cultivating awareness among the class teachers of the signs and effects of specific and general learning disability*
- *Assisting teachers to add to their knowledge and skills in the area of special educational needs by giving direction and advice about teaching methods and resources and encouraging them to avail of inservice training*
- *Informing teachers of the external assessment services that are available and the procedures to be followed in the initiation of referrals*
- *Making contact with external professionals, e.g. psychological services, in order to seek advice or to arrange special assessments and facilities for children with special educational needs*
- *Contacting the SENO with regard to resources/ teaching hours for children. Make provision for Special Needs Assistants (SNA) for those children with special educational needs. Seek advice about any concerns there might be regarding children's needs.*

Ról an Mhúinteora Ranga

Tá an múinteoir ranga freagrach as:

- Dul chun cinn na bpáistí sa rang, na páistí sa rang atá ag freastal ar TF san áireamh
- Timpeallacht ranga a chruthú inar féidir fadhbanna foghlama a sheachaint nó a mhaolú ar a laghad m.sh. spriocanna oiriúnacha foghlama a aithint agus a leagadh síos do pháistí le deacrachtaí foghlama. Straitéisí idirdhealaitheacha a aimsiú chun na spriocanna seo a bhaint amach
- An múinteoir TF a chur ar an eolas maidir le páistí ar leith a léiríonn go bhféadfadh deacrachtaí foghlama ar leith a bheith acu
- Polasaí na scoile a chur i bhfeidhm maidir le scagthástáil a dhéanamh agus páistí a roghnú a bhfuil TF de dhíth orthu trí scrúdaithe caighdeánaithe a riaradh is a cheartú, próifíl churaclam a chur le chéile, taifead a dhéanamh ar mheasúnaithe ranga
- Tuismitheoirí a chur ar an eolas maidir le dalta a bhfuil amhras ar an scoil faoin dul chun cinn atá á dhéanamh aige/aici
- Comhoibriú leis an múinteoir TF/acmhainne chun POA nó PDFA a fhorbairt ina n-aithnítear spriocanna oiriúnacha foghlama agus ina leagtar síos clár cuí foghlama a leanfar sa seomra TF/acmhainne, sa seomra ranga agus sa bhaile
- Nuair is féidir, freastal ar chruinnithe le tuismitheoirí agus múinteoir TF/múinteoir acmhainne chun dul chun cinn an pháiste a phlé
- Comhoibriú leis an bhfoireann RSO chun athbhreithniú a dhéanamh ar dhul chun cinn an pháiste ag deireadh an téarma teagaisc
- Páirt a ghlacadh in athbhreithniú a dhéanamh ar an bpolasaí seo.

The Role of the class teacher

The class teacher is responsible for:

- *The progress of all the children in his/her class including those receiving extra assistance through LS*
- *Creating a class environment in which learning needs can be prevented or at least alleviated, e.g. to identify and set out suitable learning goals for children with learning difficulties. Define differentiated strategies in order to achieve these goals*
- *Communicate to the LS teacher concerns regarding children who may be presenting with specific learning difficulties*
- *Implement the school policies on screening and selecting pupils for LS by administering and scoring appropriate standardised tests, curriculum profiles of achievement and class-based assessments*

- *Inform parents if the school is concerned about the progress being made by their child*
- *Collaborate with the learning-support/resource teacher in the development of an individual learning programme/group learning programme which identifies appropriate learning targets and which outlines a suitable work programme for the child which will be followed in the LS room, the classroom and at home*
- *Whenever possible, attending meetings with the LS/resource teacher and the parents to discuss the child's progress*
- *Co-operate with the SEN team in a review of the progress of each pupil at the end of an instructional term*
- *Participate in the review of this policy.*

Ról an Mhúinteora Tacaíochta Foghlama

Tá an múinteoir tacaíochta foghlama freagrach as:

- Seirbhísí iomlána do pháistí le riachtanais speisialta agus páistí atá ag freastal ar TF a chomhordú agus eolas a thabhairt don phríomhoide maidir le haon deacracht a thagann chun cinn
- Bheith rannpháirteach i bhforbairt pholasaí RSO scoile agus tús a chur le hathbhreithniú an pholasaí mar is gá
- Bualadh leis an bpríomhoide ar a laghad uair amháin in aghaidh an téarma chun cúrsaí riachtanais speisialta oideachais sa scoil agus chun feidhmiú an pholasaí seo a phlé
- Obair a dhéanamh le múinteoirí ranga chun réimse leathan straitéisí uile-scoile a chur i bhfeidhm a bhfuil sé mar aidhm acu luathfhoghlaim a fhorbairt agus fadhbanna foghlama a sheachaint
- Nósanna imeachta uile-scoile a chur i bhfeidhm chun páistí a roghnú le haghaidh TF bunaithe ar thorthaí scagthástála, scrúdaithe chaighdeánaithe agus, más cuí, measúnú diagnóiseach
- Clár luath-idirghabhála a chur i bhfeidhm do pháistí ó Naíonáin Shinsearacha go Rang 2 sa seomra ranga nó sa seomra tacaíochta foghlama ina bhfuil dian-theagasc aonarach nó i ngrúpaí beaga sa Ghaeilge, sa Bhéarla, sa Mhatamaitic, sna scileanna luaileacha agus sna scileanna sóisialta
- Tacaíocht Foghlama sa Ghaeilge, sa Bhéarla agus/nó sa Mhatamaitic a sholáthair do pháistí ó Rang 3 ar aghaidh a léiríonn go bhfuil riachtanais breise acu
- POA nó PDFA a leagan amach agus a chur i bhfeidhm do gach páiste atá ag freastal ar TF i gcomhairle leis an múinteoir ranga agus leis na tuismitheoirí
- Pleanáil agus taifead ar dhul chun cinn a choimeád ar bhonn seachtainiúil do gach dalta nó grúpa páistí a bhfuil TF á fháil acu
- Monatóireacht a dhéanamh ar dhul chun cinn an pháiste atá ag freastal ar TF, léirithe sa phlean seachtaine, agus taifead ar dhul chun cinn atá bunaithe ar spriocanna foghlama ón POA nó PDFA
- Tacaíocht cuí a sholáthair sa seomra ranga ar bhonn leanúnach do pháistí nach bhfuil ag freastal ar TF a thuilleadh nó a bhfuil laghdú ar an méid tacaíochta atá de dhíth orthu
- Comhairle a thabhairt do mhúinteoirí ranga maidir le tástáil aonarach agus clár pleanála do pháistí. Moltaí a thabhairt i dtaobh forbairt teanga, léitheoireachta, scríbhneoireachta, matamaitice, scileanna luaileacha agus scileanna sóisialta do pháistí a bhfuil deacrachtaí foghlama acu
- Scrúduithe chaighdeánaithe na scoile a chomhordú go bliantúil agus anailís a dhéanamh ar na torthaí
- Measúnú diagnóiseach a stiúradh, le cead tuismitheoirí, na torthaí a mhíniú do thuismitheoirí agus cuntas a thabhairt ar na céimeanna cuí chun an tacaíocht is oiriúnaí a chur ar fáil do riachtanais an pháiste

- Fearas agus áiseanna scoile/ múinteoireachta (leabhar agus áiseanna eile) a roghnú a bheadh ar fáil do pháistí le deacrachtaí foghlama sa seomra TF/acmhainne nó sa seomra ranga.

The Role of the LS teacher

The LS teacher is responsible for:

- *Co-ordinating the overall services for children with special needs and for children in receipt of LS and advise the principal teacher on issues that arise in relation to this work*
- *Contributing to the development of the school's SEN Policy and initiating its review when appropriate*
- *Meeting with the principal at least once each school term, to discuss issues relating to the implementation of the school's SEN Policy*
- *Work directly with the class teachers in the implementation of a broad range of whole-school strategies designed to enhance early learning and to prevent learning difficulties*
- *Co-ordinating the implementation of whole-school procedures for the selection of pupils for LS based on the outcomes of appropriate screening, standardised tests and, where appropriate, diagnostic assessment*
- *Implementing our early intervention programme that involves delivering intensive small-group or one-to-one tutoring in Irish, English, Mathematics, motor-skills and social skills to pupils from senior infants to second class who have been selected for LS, in the classroom or the LS room*
- *Providing LS in Irish, English and / or Mathematics to groups of pupils or to individual pupils from 3rd Class on present with continued difficulties*
- *Setting out and implementing an IEP or IPLP for each child who receives LS, in consultation with the class teacher and parents*
- *Completing a weekly planning and progress record in respect of each individual or group of pupils in receipt of LS*
- *Maintaining a record of pupils receiving LS or resource teaching*
- *Monitoring the progress made by pupils in receipt of LS, as indicated in the pupils' weekly planning and progress records which refer to the targets set in the IEP or IPLP*
- *Providing appropriate ongoing support in the classroom for pupils for whom LS has been reduced or discontinued*
- *Providing advice to class teachers in areas such as individual pupil assessment and programme planning, approaches to language development, reading, writing and mathematics and recommending activities that promote motor skills and social skills for pupils experiencing learning difficulties*
- *Co-ordinating the annual whole-school standardised tests and analysis of the results*
- *Conducting diagnostic assessment, where approved by parents, interpreting the results and communicating the results to parents, outlining the steps that need to be taken in order to best support the child's needs*
- *Choosing equipment and learning/school resources (books and materials) to be made available to pupils with learning difficulties in the LS/resource room or in the classroom.*

Ról an Dalta

Tá sé tábhachtach go mbíonn ionchur ag páistí ina gcuid foghlama féin – forbairt, cur i gcrích agus athbhreithniú. Cuirtear aois agus cumas an pháiste san áireamh. Ba chóir don pháiste:

- Tuiscint a fháil ar na cuspóirí gearrthéarmacha atá leagtha síos dá c(h)uid foghlama agus ba cheart dó/di cur leis na cuspóirí foghlama sin

- Cleachtadh a dhéanamh ar na scileanna agus na straitéisí a fhaigheann sé/sí ó TF agus iad a úsáid sa ghnáthrang
- Cur le hathbhreithniú ar a d(h)ul chun cinn féin trí pháirt a ghlacadh i ngníomhaíochtaí measúnaithe, féin-mheasúnú san áireamh.

Role of the child

It is important that the children contribute to their own learning – development, implementation and review. The child's age and ability are taken into account. The child should:

- *Understand the short-term objectives of his/her LS and have the opportunity to add to the learning objectives*
- *Practice the skills and strategies acquired in the LS setting and use them in the classroom*
- *Contribute to the evaluation of his/her own progress by participating in appropriate assessment activities including self-assessment.*

Ról na dTuismitheoirí & Caomhnóirí

Is ar leas an pháiste é go n-oibreodh an scoil agus na tuismitheoirí as lámha a chéile chun na deiseanna is fearr a thabhairt do pháiste a gcumas a bhaint amach. Bíonn an-tionchar ag an mbaile agus ag tuismitheoirí ar fhoghlaim a bpáistí agus tabharfaidh an scoil gach comhairle agus straitéis dóibh le go mbeidh siad in ann cuidiú le foghlaim a bpáistí sa bhaile. Moltar do thuismitheoirí:

- tacaíocht a thabhairt d'obair na scoile trí bheith páirteach lena bpáistí i ngníomhaíochtaí ar nós;
 - Teicneolaíocht na faisnéise agus bogearraí a bheadh feiliúnach don ábhar ina bhfuil an páiste ag fáil tacaíochta speisialta ann a úsáid
 - Léitheoireacht roinnte/chomhpháirteach
 - Forbairt ar stórais foclaíochta a bpáistí – forbairt teanga agus forbairt tuisceana
 - Ag comhaireamh, ag tomhais agus gníomhaíochtaí eile a bhaineann le huimhearthacht
 - Turais chuig an trá, leabharlann, zú, nó áiteanna spéisiúla eile a chuireann le taithí agus eispéireas na bpáistí
 - Ag labhairt go dearfach faoin scoil agus faoin obair scoile
 - Tábhacht na teanga, litearthachta agus matamaitice a thaispeáint in imeachtaí clainne/scoile
- Straitéisí luaite sa POA nó PDFA a chur i bhfeidhm sa bhaile
- An múinteoir ranga nó tacaíochta foghlama a choinneáil ar an eolas faoi aon rud a thugann siad faoi dheara sa bhaile maidir le foghlaim a bpáiste
- Freastal ar chruinnithe leis an múinteoir ranga nó TF chun POA nó PDFA an pháiste a phlé agus conas mar is féidir na spriocanna atá leagtha síos a bhaint amach ar scoil agus sa bhaile
- Bheith páirteach i ngníomhaíochtaí a eagraíonn an scoil a thabharfadh cúnaimh do thuismitheoirí cuidiú le foghlaim a bpáistí.

The Role of Parents/Guardians

It is to the child's advantage that the school and parents/guardians work together in order to give the child the best opportunities to reach their potential. Home and parents/guardians greatly influence their children's learning and the school will advise on strategies to help their children at home with language, literacy and mathematics. We recommend that Parents:

- *Help with the work of the school by participating with their children in activities such as;*
 - *Using information technology and software linked to the subject in which the child is receiving LS*
 - *Shared/Paired reading*
 - *Building their child's vocabulary – improving language and understanding*

- *Counting, guessing and other mathematical activities*
- *Trips to the beach, library, zoo or other interesting places to broaden the child's outlook and experience*
- *Speaking positively about school and school work*
- *Showing the importance of language, literacy and numeracy in home/school activities*
- *Put the home plans into practice in accordance with the child's IEP or IPLP*
- *Let the class/LS teacher know about any concerns or improvements they notice at home about their children's learning*
- *Attend meetings with the class teacher and/or the LS teacher in order to discuss the child's IEP or IPLP and how best to achieve the goals set at home and at school*
- *Participate in school activities that will help parents to assist with the child's learning.*

Forbairt foirne

Tugtar deiseanna do bhaill foirne cur lena gcuid scileanna, saineolas a roinnt, agus straitéisí, scileanna agus eolas nua a fhoghlaim. Tugtar gach tacaíocht don fhoireann freastal ar aon chúrsa gur mian leo chun cur lena bhforbairt proifisiúnta agus a dtaithe.

Staff Professional development

Members of staff are given opportunities to add to their skills, share expertise and strategies, learn new facts and skills. Every support is given to the staff to attend whatever courses they wish in order to add to their professional development and skills.

Acmhainní

- Na hacmhainní a bheadh i gceist ná téacsleabhair éagsúla, leabhair leabharlainne, agus ábhair choimhdeacha chomh maith le hábhair forbartha teanga labhartha.
- Úsáidtear go leor ábhair tástála, ina measc tá trialacha caighdeánaithe, scagthástáil, diagnóiseach, oilteacht léitheoireachta, tuiscint fóineolaíochta agus oilteacht sa Mhatamaitic.
- Don chuid is mó bainfeadh úsáid as na hacmhainní tacaíochta foghlama sa seomra tacaíochta foghlama. Is féidir na háiseanna a chur ar fáil do na múinteoirí ranga le comhairle an mhúinteora TF.
- Cuirfidh Bord Bainistíochta buiséad aontaithe ar fáil go bliantúil gur féidir caitheamh ar riachtanais RSO na scoile.
- Tá liosta na n-acmhainní tacaíochta foghlama scoile i bhfillteán eolais na múinteoirí. Beidh múinteoir TF ainmnithe freagrach as ord agus eagar a choinneáil ar na hacmhainní seo.

Resources

- *Resources for the provision of Learning Support include a variety of textbooks, library books and ancillary materials and oral language development materials.*
- *A variety of testing materials are also in use which include standardised, diagnostic, screening, reading experience, reading attainment, phonological awareness and Maths attainment.*
- *LS resources will be primarily be used in the learning Support Room. These resources may be made available to class teachers following consultation with the LS teacher.*
- *The Board of Management will allocate an agreed annual budget for school's SEN needs.*
- *The list of school LS resources is available in the teachers' information folder. The LS teacher will be responsible for keeping these resources in order.*

Critéir Rathúlachta

- Toradh níos fearr i dtaobh gnóthachtaíil acadúil acu siúd a bhfuil POA/ PFDA acu.
- Líon na bpáistí a chríochnaíonn le TF de bharr feabhais.
- Struchtúr cinnte soiléir á leanúint chun páistí le deacrachtaí foghlama a aithint agus seirbhís feiliúnach á chur i bhfeidhm do na páistí sin.
- Rannpháirtíocht bhreise ag tuismitheoirí maidir le riachtanais foghlama a gcuid páistí.
- Breis cumarsáide éifeachtaigh idir fhoireann na scoile maidir le dul chun cinn na bpáistí.
- Aiseolas dearfach ón bhfoireann, ó dhaltáí agus ó thuismitheoirí.

Criteria of Success

- *Improved standards of academic achievement of pupils who have IEP/IPLP*
- *Discontinuation of the provision of LS for the child based on positive assessment results*
- *A clearly defined structure is being followed in order to recognise children with learning difficulties and to provide them with a suitable service.*
- *Enhanced parental involvement in supporting their child's learning needs.*
- *Increased effective communication between school personnel in relation to pupil's progress.*
- *Positive feedback from staff, pupils and parents.*

Múinteoireacht Acmhainne / Resource Teaching**Aidhmeanna**

Na haidhmeanna a bhaineann le múinteoireacht acmhainne ná:

- Tacaíocht a thabhairt chomh fada agus is féidir le lánpháirtíocht an dalta le riachtanais speisialta sa rang phríomhshrutha
- Le féinmheas a fhorbairt agus meon dearfach i dtaobh na scoile agus i dtaobh foghlama a chothú sa pháiste
- Tacaíocht a thabhairt don pháiste bunaithe ar na riachtanais aitheanta i dtuairisc an phroifisiúnaigh sheachtraigh (síceolaí, teiripeoir urlabhra agus a leithéid)
- Comhoibriú a chruthú i measc na foirne i dtaobh cur i bhfeidhm Polasaí RSO ar fud na scoile.

Aims

The aims of Resource Teaching are:

- *To support the child in as much as possible in fully participating within the mainstream class setting*
- *To increase the child's level of self-esteem and to develop a positive attitude towards school and learning*
- *To provide specific support based on the needs identified in the report of the external professional (psychologist, speech and language therapist etc.)*
- *To develop staff co-operation in relation to the implementation of our SEN Policy on a whole school level.*

Páistí le riachtanais speisialta a aithint

Is féidir teacht ar an eolas seo ar bhealaí éagsúla:

- Insíonn tuismitheoirí don Príomhoide nó don mhúinteoir ranga faoin amhras atá orthu i dtaobh an pháiste
- Bíonn amhras suntasach ar mhúinteoir ranga faoi pháiste sa rang

- Nuair nach bhfuil dul chun cinn á dhéanamh ag páiste chun an 10ú peircintíl a shárú sa litearthacht agus/nó san uimhearthacht tar éis dóibh freastal ar TF agus straitéis idirdhealaithe a bheith in úsáid leo sa ghnáth rang. De ghnáth déanfar an páiste a atreorú chuig síceolaí le haghaidh measúnú, i gcomhairle leis na tuismitheoirí
- Insíonn tuismitheoir go bhfuil diagnóis ag an bpáiste faoi aon cheann de na catagóir seo a leanas;
 - Máchail Fhisiceach
 - Lagú Éisteachta
 - Lagú Amhairc
 - Géarshuaitheadh Mothúchánach is Iompair
 - Míchumas Foghlama Ginearálta Meánach
 - Míchumas Foghlama Ginearálta Trom/Dian
 - Neamhoird Speictrim Uathaigh/Uathachas
 - Siondróm Measúnaithe
 - Sain-neamhord Teanga agus Urlabhra
- Má tá buairt ag an bhfoireann scoile go bhfuil tréithe d'aon cheann de na catagóir thuas á léiriú ag an bpáiste, de ghnáth déanfar an páiste a atreorú chuig síceolaí nó saineolaí cuí eile le haghaidh measúnú, i gcomhairle leis na tuismitheoirí.

Identifying children with Special Needs

This information can be gathered in many ways:

- *Parents inform the Principal or class teacher of concerns they have in relation to their child*
- *The teacher has significant concerns regarding a child in his/her class*
- *When a child continues to experience difficulty and is not making progress above the 10th percentile in literacy and numeracy despite attending LS and differentiated classroom approaches. The child will normally be referred for psychological assessment, in consultation with parents*
- *Parents inform the school that their child has a diagnosis under any of the following categories;*
 - *Physical disability*
 - *Hearing impairment*
 - *Visual Impairment*
 - *Major behavioural or emotional difficulties*
 - *Moderate General Learning Difficulty*
 - *Severe/Profound General Learning Difficulty*
 - *Autism/Autistic Spectrum disorder*
 - *Assessed syndrome*
 - *Speech and language disorder*
- *Where a staff member is concerned that a child may be displaying any of the above, the child will normally be referred for psychological or other appropriate assessment, in consultation with parents.*

Nósanna Imeachta le leanúint

- Tar éis dul i gcomhairle leis an múinteoir ranga agus leis na tuismitheoirí, lorgóidh an Príomhoide measúnú cuí ón SNSO chun na deacrachtaí a aithint agus chun fiosrú an mbeadh an páiste i dteideal uaireanta acmhainne.

- Sa chás nach mbíonn tuismitheoirí sásta cead a thabhairt dá bpáiste dul faoi mheasúnú síceolaíoch nó TF a fháil, ba chóir nóta faoin dtairiscint agus faoin diúltú a choimeád i gcomhad an pháiste.
- Más rud é go n-aithnítear go bhfuil riachtanas speisialta ag an bpáiste, cuirfidh an Príomhoide iarratas, sínithe ag na tuismitheoirí, chuig an ORSO ag lorg uaireanta acmhainne agus/nó Cúntóir um Riachtanais Speisialta.
- Nuair a thagann freagra ón ORSO cuirfear in iúl do thuismitheoirí an méid uaireanta atá faighte agus tosófar ar uaireanta acmhainne nuair atá an pearsanra ar fáil.

Procedures

- *After consultation with the parents and with the class teacher, the Principal will request an assessment by the NEPS in order to identify the difficulties and to query whether the child may be entitled to resource hours.*
- *In the case where parents are not willing to allow for the referral or for the child to attend LS, record of the request and the refusal will be kept on the child's file.*
- *If the assessment identifies that the child has special needs, the Principal will submit the application form, signed by the parents, for resource hours and/or a Special Needs Assistant to the SENO.*
- *Once the school is informed of the SENO's decision, the parents will be informed and Resource Teaching will commence once the personnel is in place.*

Ról an Mhúinteora Acmhainne

Is é ról an mhúinteora acmhainne ná tacú le páistí tríd na céimeanna seo a leanas a dhéanamh:

- Cúnamh a thabhairt don pháiste na scileanna cuí a fhorbairt chun gur féidir leis/léi dul i ngleic leis an gcúraclam ar bhealach a oireann dá riachtanais agus dá c(h)umas
- POA a fhorbairt le haghaidh gach dalta, ag dul i gcomhairle le pairtnéirí oideachais eile.
- Riachtanais agus dul chun cinn an dalta a mheas agus a thaifead
- Spriocanna maidir le ham a leagadh síos i dtaobh gach dalta agus iad sin a aontú leis na tuismitheoirí, leis an múinteoir ranga agus leis an bPríomhoide
- Teagasc díreach a thabhairt don dalta, i seomra eile, nó sa rang príomhshruitha
- Comhairle a thabhairt don mhúinteoir ranga i dtaobh an churaclaim a athrú, straitéisí teagaisc, Teicneolaíocht Eolais agus Cumarsáide agus araile
- Bualadh le tuismitheoirí agus dul i gcomhairle leo, agus leis an múinteoir ranga i láthair nuair is gá
- Bualadh le proifisiúnaigh chuí chun leas an dalta a bhaint amach m.sh: síceolaithe, teiripeoirí urlabhra agus teanga agus múinteoirí ar cuairt.

The Role of the Resource Teacher

The Resource Teacher's role is to assist the child in the following ways:

- *Helping the child to develop the skills in order to access the curriculum in a manner that suits his/her needs and abilities*
- *Developing an IEP for each pupil in consultation with other partners in education*
- *Assessing and recording the child's needs and progress*
- *Setting specific, time-related targets for each child and agreeing these with the parent, class teacher and principal*
- *Direct teaching of the child, either in a separate room or within the mainstream class*
- *Advising class teachers in regard to adapting the curriculum, teaching strategies, textbooks, ICT and other related matters*

- *Meeting and advising parents, when necessary, accompanied by the class teacher as necessary*
- *Meeting with other relevant professionals, in the child's interests, eg psychologist, speech and language therapist, visiting teachers.*

Amchlár

- Braitheann an méid ama ar uaireanta atá údaraithe ag an ORSO.
- Cuirtear múinteoireacht acmhainne ar fáil le linn am ranga.
- Múinteoireacht duine ar dhuine atá i gceist sna ranganna acmhainne, seachas má mhothaítear go mbeadh sé oiriúnach do riachtanas an pháiste obair ghrúpa a chur i bhfeidhm.
- Déanfar gach iarracht cinntiú nach gcailleann an páiste am ón réimse curaclaim céanna gach uair a bhíonn sé/sí ag freastal ar mhúinteoireacht acmhainne.
- Déanfar gach iarracht cinntiú freisin nach gcailleann páistí ceachtanna ar nós Ealaín, Corpoideachas, ábhair as a mbaineann siad sásamh.

Timetable

- *The amount of time given to resource teaching depends on the SENO's allocation.*
- *Resource teaching will be provided during class time.*
- *One-to-one teaching will take place in the resource teacher's room unless it is appropriate to the child's needs to engage in group teaching.*
- *Every effort will be made to ensure that the child does not miss the same curricular subject each time he/she attends resource teaching.*
- *Every effort will be made to ensure that the child does not miss lessons such as Art, PE or subjects he/she enjoys.*

Ról an Mhúinteora Ranga, Tuismitheoirí, Príomhoide agus Bord Bainistíochta

Féach ar Rólanna agus Freagrachtaí faoi Thacaíocht Foghlama (lth 15).

Role of class teacher, Parents, Principal, Board of Management

See Roles and Responsibilities under the Learning Support Section (Page 15).

Páistí le mí-chumas agus/nó riachtanais speisialta oideachais a chlárú i nGaelscoil na gCloch Liath

Enrolment of children with a disability and/or special education needs in Gaelscoil na gCloch Liath

Riartar iarratas ar áit sa scoil do pháistí ar bith, páistí le mí-chumas nó le RSO san áireamh, trí Pholasáí Iontrála na scoile. Sin ráite, iarrtar ar thuismitheoir páistí faoi mhí-chumas agus/nó RSO aird a thabhairt ar na pointí seo a leanas:

- Go ginearálta, tá múinteoirí na scoile cáilithe mar mhúinteoir rang príomhshrutha. I gcomparáid le múinteoirí i scoileanna speisialta, níl traenáil nó cáilíochtaí breise RSO ag múinteoirí na scoile
- Cé go bhfuil páistí le mí-chumas agus/nó RSO comhtháite sa rang príomhshrutha agus go bhfuil tacaíocht acu ó Chúntóir um Riachtanais Speisialta nó múinteoir acmhainne, ceadaithe ag an Roinn Oideachais, ní hionann seo agus an dian-oideachas aonarach atá ar fáil i scoil speisialta

- Níl na seirbhísí tacaíochta céanna ar fáil i scoileanna príomhshrutha is a bheadh i scoileanna speisialta ar nós teiripeoir urlabhra, teiripeoir shaothair, fisiteiripeoir agus a leithéid
- Beidh taithí ag páistí le mí-chumas agus/nó RSO ar ghnáth-imeachtaí laethúil scoile a tharlaíonn de bharr nósanna agus cleachtais scoile de bharr comhtháthú sa rang príomhshrutha
- Baineann na polasaithe scoile le gach páiste sa scoil, páistí le mí-chumas nó RSO san áireamh
- Le linn imeachtaí uile scoile, asláithreachtaí múinteoirí agus gníomhaíochtaí iar-scoile ní bheidh socruithe breise nó ar leith ar fáil taobh amuigh de na socruithe a bhíonn ar fáil de ghnáth ón múinteoir acmhainne
- Ó bhliain go bliain, díritear an cinneadh maidir le rogha ranganna na múinteoirí ar riachtanais na scoile uile agus dá bharr ní féidir leis an scoil leanúnachas fad-théarmach nó in-tuarthacht a ghealladh i dtaobh foirne de.

In ainneoin na bpointí thuas, tá Gaelscoil na gCloch Liath tiomanta chun oideachas den scoth a chur ar fáil do pháistí le mí-chumas agus/nó RSO de réir na n-acmhainní a chuirtear ar fáil don Bhord Bainistíochta ón Roinn Oideachais agus Eolaíochta. Chun seo a sholáthar, lorgáimid:

- Ard-leibhéal comhoibríthe idir thuismitheoirí, múinteoirí ranga agus aon bhall foirne a oibríonn leis an bpáiste
- Go gcuirtear iarratas ar áit sa scoil do pháistí le mí-chumas nó RSO ar an bhfoirm iarratais caighdeánach. In éineacht leis an bhfoirm, beidh miontuairisc ar mhí-chumas/ riachtanais speisialta an pháiste maraon le tuairisc leighis, measúnaithe nó síceolaíoch ag teastáil, de réir mar a oireann, má tá siad ar fáil
- Go gcuirtear cóipeanna na measúnaithe agus na tuairiscí cuí chun na scoile a luath is atá siad ar fáil, ar bhonn leanúnach
- Go dtuigeann thuismitheoirí go bhfuil freagracht ag an scoil as na páistí **uilig** atá faoinár gcúram. Dá bharr, má fheictear do thuismitheoirí agus/nó múinteoirí go bhfuil drochthionchar leanúnach ag comhtháthú an pháiste le mí-chumas agus/nó RSO ar oideachas na bpáistí eile nó ar an scoil, gur féidir leis an mBord Bainistíochta na céimeanna foinraí/díbirthe, atá leagtha síos sa Chód Iompair, a chur i bhfeidhm ar an bpáiste sin.

Application for all children, including children with a disability and/or other SEN is governed at all times by the school's current Enrolment Policy. However, the attention of parents of children with a disability and/or SEN is also drawn to the following points:

- *In general, the teachers in our school are trained and qualified to teach in mainstream education. Unlike teachers in special schools, our teachers, in general, have not received additional SEN Teacher Training or Qualifications*
- *While pupils with special needs can be integrated into a mainstream class, and may be supported by a Special Needs Assistant and Resource teaching, as allowed by the DES, this is not the same as the intensive one to one teaching s/he would experience in a special school*
- *Mainstream schools do not have ancillary services enjoyed by special schools, such as speech therapy, occupational therapy, physiotherapy, etc.*
- *A child with SEN integrated into a mainstream class will by the nature of such integration experience the normal day to day happenings, determined by the reality of school life, and the existing customs and practices*
- *Every child in the school, including those with a disability/SEN is bound by school policies both in existence and those developed from time to time by the Staff and Board of Management*

- *In the event of whole school activities, staff absences, or chosen after-school activities a child with a disability/SEN in a mainstream class will not have any separate or additional provisions put into place other than those normally provided by the resource teacher.*
- *From year to year the allocation of teachers to classes is focused on the needs of the whole school, and consequently the school cannot guarantee long term continuity or predictability in personnel.*

Notwithstanding the above points, the school is committed to providing the best possible educational service to pupils with a disability/SEN in accordance with the level of resources provided by the Department of Education and Science to the Board of Management. To ensure this, we require:

- *A close level of co-operation between parents, the class teacher, and any other school personnel assigned to support the child*
- *That applications for enrolment of children with a disability/SEN should be made on the standard application form and must be accompanied by detailed assessments and/ or psychological report, report of the child's disability/ educational needs, supported by medical reports, if available*
- *Copies of all relevant assessments and reports should be supplied to the school as these become available, on an ongoing basis*
- *That parents understand that our responsibility as a school is primarily to **all** the children in our care, and that therefore if it becomes apparent to the teachers and/or the parents that the integration of an individual child with a disability/SEN is having an ongoing detrimental impact on the education of the other children in the class or school, the Board of Management reserves the right to implement the suspension/expulsion procedures, outlined in the Code of Behaviour, on that child.*

Spriocdhátaí don Athbhreithniú

Déanfar athbhreithniú ar ghnéithe den pholasaí seo i 2018 nó roimhe má thagann aon treoirínite nua ón Roinn Oideachas. Beidh múinteoir TF na scoile freagrach as comhordú an pholasaí seo.

Review Date

Aspects of this policy will be reviewed in 2018 or before if any new guidelines come from the Department of Education and Science. The LS teacher will be responsible for co-ordinating the review of this policy.

Daingniú agus Cumarsáid

Daingníodh an polasaí seo ag Bord Bainistíochta na scoile ar 15 Meitheamh 2015.

Cuirfear cóip ar fáil i seomra na dtuismitheoirí, ar an ngréasán agus cuirfear in iúl do thuismitheoirí go bhfuil an plan ar fáil dóibh. Tabharfar cóip den pholasaí seo do gach múinteoir sa scoil.

Ratification and Communication

This policy was ratified by the Board of Management on 15th June 2015.

When the plan is accepted by the board of Management a copy will be placed in the parents' room, on the website and parents will be informed that the policy is available to them. Each teacher in the school will receive a copy of this policy.

Sínithe: _____

Cathaoirleach

Dáta: _____